

# The Single Plan for Student Achievement

**School:** Hooker Oak Elementary School K-6  
**CDS Code:** 04-61424-6003008  
**District:** Chico Unified School District  
**Principal:** Brian Holderman  
**Revision Date:** November 2013

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

**Contact Person:** Brian Holderman  
**Position:** Principal  
**Phone Number:** (530) 891-3119  
**Address:** 1238 Arbutus Ave.  
Chico, CA 95926  
**E-mail Address:** [bholderm@chicousd.org](mailto:bholderm@chicousd.org)

**The District Governing Board approved this revision of the SPSA on .**

## Table of Contents

School Vision and Mission .....	4
School Profile.....	4
Comprehensive Needs Assessment Components .....	5
Data Analysis .....	5
Surveys .....	5
Classroom Observations.....	5
Analysis of Current Instructional Program .....	6
Description of Barriers and Related School Goals .....	9
School and Student Performance Data .....	11
Academic Performance Index by Student Group .....	11
English-Language Arts Adequate Yearly Progress (AYP).....	13
Mathematics Adequate Yearly Progress (AYP).....	14
CELDT (Annual Assessment) Results.....	15
CELDT (All Assessment) Results .....	16
Title III Accountability (School Data) .....	17
Title III Accountability (District Data).....	18
Planned Improvements in Student Performance .....	19
School Goal #1 .....	19
School Goal #2 .....	25
School Goal #3 .....	28
School Goal #4 .....	31
School Goal #5 .....	33
Centralized Services for Planned Improvements in Student Performance .....	34
Centralized Service Goal #1 .....	34
Centralized Service Goal #2 .....	35
Centralized Service Goal #3 .....	36
Centralized Service Goal #4 .....	37
Centralized Service Goal #5 .....	38
Summary of Expenditures in this Plan .....	39
Total Allocations and Expenditures by Funding Source .....	39
Total Expenditures by Object Type.....	40
Total Expenditures by Object Type and Funding Source .....	41
Total Expenditures by Goal.....	42
School Site Council Membership .....	43



## School Vision and Mission

### Hooker Oak Elementary School K-6's Vision and Mission Statements

The "**Hooker Oak School Mission and Vision**" represents the goals and philosophy of the school and is summed up simply by its mission statement: *"Hooker Oak: A community of learners. Growth through the joy of creativity and discovery. Growth through educational excellence. Growth through positive life choices."*

### Vision

The learning environment at Hooker Oak will promote student participation in a variety of authentic and engaging curricular activities which foster the development of the whole child. Students will demonstrate a proficiency in the curriculum standards while being supported in a nurturing educational program, balanced with high expectations for accountability, shared by students, teacher, and parents.

## School Profile

Hooker Oak is a Kindergarten through Sixth grade school which currently houses approximately 370 students. Hooker Oak School has been a program of choice in Chico Unified School District for thirty-seven years. It is presently housed in a historic school in Chico which is 65 years old. In October 2008, it was officially registered with the California State Department of Education as an "Alternative School of Choice" in the California School Directory. First and Second grade as well as Fourth and Fifth grade classrooms loop with their teacher for two consecutive years in single grade classrooms. The Kindergarten, Third grade and Sixth grade do not loop because of the individual rigor necessary in each grade. Also housed on the Hooker Oak grounds is a district Developmental Kindergarten class and a Special Day 1st-6th Grade Class. In addition to the teaching staff, Hooker Oak School has one full time Principal, one full time Resource Specialist, one full time Office Manager, one part time Attendance Clerk, one part time Health Aide, one part time School Psychologist, one part time Librarian, a part time Targeted Case Manager, and two floating Registered Nurses.

### K- Pod:

3-Kindergarten

1-Developmental Special Education Kindergarten

### 1st-2nd Grade Pod

2- 1st grade

2- 2nd grade

1- Special Day classroom

### 3rd Grade Pod

2- 3rd grade

### 4th-5th-6th Grade Pod

2- 4th grade

2- 5th grade

2- 6th grade

The K-6 structure allows the school to nurture and support its students in a personal, in-depth way for seven continuous years of their education. The continuity in curriculum, facilities, staff members and programs provides a seamless transition from elementary school to middle school at an important point in the students' academic career.

Hooker Oak K-6 School has grade level Professional Learning Community teams which examine the school's data and propose efforts

to improve achievement to their teaching peers.

The children come from across the district and surrounding school districts of Chico, California. Parents are asked to sign an agreement for commitment to work at least two hours a week per family in the classrooms or on related activities. . Integrated, thematic instruction enriched with "Being There" experiences and learning is a key component providing in-depth studies of topics with their foundation in the common core state standards.

Parents, grandparents, caregivers, and community members volunteer countless hours every year; doing everything from tutoring to working in the classroom, to creating fundraisers for enrichment programs. Parents also participate as members of the Parent Teacher Organization (PTO) and School Site Council. Students benefit greatly from this close connection between home and school.

## **Comprehensive Needs Assessment Components**

### **Data Analysis**

Please refer to the School and Student Performance Data section where an analysis is provided.

### **Surveys**

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

General information regarding the student learning environment, school safety, parent involvement, student needs, and responses about the school was obtained from the staff, students and parents. The overall results show that the respondents agree that Hooker Oak is providing a positive learning environment for children.

Staff and Parent Survey Results are available as attachments to this document.

### **Classroom Observations**

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

All grade levels have access to the District approved curriculum for all their students in all core subjects. As an Alternative School of Choice, Hooker Oak teachers also supplement the District curriculum with enriched resources. The district-

provides Fine Arts and PE specialists in 1st-6th grade classes on a regular basis. All classrooms are connected to the internet and computers are available for all staff. Staff that do not have classroom access to computers is provided access in the teacher workroom on campus. All classrooms have computers for student use in addition to the school's one computer lab. Currently, at each grade level (3,4,5,6) two classes share full-class sets of chrome books. In second grade, two classes share lap tops.

All classrooms are equipped with LCD projectors and document viewer technology. At present, four classrooms are equipped with Smartboards. There is a need for more technology support at Hooker Oak, but access to electricity sources that can house such technology is limited in Hooker Oak's aging facility.

Hooker Oak has parent aides who work with small groups or individually with students in the classroom. Teachers, as well, work with small groups or individually with students. California State University students volunteer in some of the classrooms through the CAVE program. As well, Hooker Oak frequently supports a number of student teachers from Chico State University.

Classrooms are supplied with textbooks and materials utilizing district funds. Specialized materials for all curricular areas are available through the use of School Site Council (SSC) and Parent Teacher Organization (PTO) funding when available.

Throughout the year, the site administrator frequently visits classrooms for both formal and informal observations. Results of observations are shared with teachers regarding best practice implementation. Temporary and probationary teachers are evaluated annually. Teachers who have tenure for ten years are evaluated every five years and may opt into an alternative evaluation process which involves action-based research strategies.

#### **Analysis of Current Instructional Program**

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

#### **Standards, Assessment, and Accountability**

##### **1. Use of state and local assessments to modify instruction and improve student achievement (ESEA)**

Teachers are implementing benchmark tests based on Chico Unified School District Essential Standards in Mathematics and English Language Arts. Tests are given during a testing window four times per year. The first to measure baseline date, then three additional times (end of each trimester). Grade Level Teams in their PLCs meet at regularly scheduled intervals and work with the most recent data to regroup students and to select appropriate interventions for all students.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Benchmark tests are given to students during a testing window four times per year. The first benchmark is for baseline data. Three additional benchmark tests are given at the end of each trimester to measure student growth. Teachers meet in grade-level Professional Learning Communities to discuss and reflect upon results and identify instructional modifications for students not meeting grade level benchmark proficiency levels. The school Resource Specialist assists teachers with the most recent data from Illuminate, BAS, CBM, STAR Reading and other assessments to realign student groups or to place students new to Hooker Oak in intervention groups as needed.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

All teachers are credentialed for their teaching assignment and therefore meet the requirements for being highly qualified .

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Teachers have the availability for training through seven district supported professional development meetings. Teachers have the opportunity to attend professional development in areas that their grade level team identifies and selects. All permanent classroom teachers have attended the Highly Affective Teaching training

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

All staff development is aligned with school and district goals to develop Professional Learning Communities and establish continuous improvement of student academic achievement. With the help of CUSD curriculum directors, CUSD has offered staff development linked to Common Core State Standards and student performance. All teachers have the ability to have on-going training in Illuminate, our data collecting program.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Ongoing instructional assistance and support is limited to the support of Resource teachers and any task force representation within the district. The school does not have positions dedicated to instructional coaching. PLC teams work together to suggest and work on instructional strategies with their peers. Math and EL coaches are available through the district.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers meet once a week in their regularly scheduled Professional Learning Communities by grade level Pods for collaboration where they reflect on student achievement and access to the content. Additionally, the Hooker Oak's fine Arts program allows common time for teachers to work together if they choose.

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Teachers align instruction with district adopted curriculum and teacher created integrated thematic units. Essential standards are identified and used as targets for instructional units. CUSD Task Forces meet intermittently and send updated information for staff on site. Hooker Oak has one representative on each CUSD task force.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Each grade level establishes a schedule that permits them to comply with recommended instructional minutes, but gives them the opportunity to work with support staff during these times. Recommended instructional minutes are used to guide classroom scheduling throughout Hooker Oak School.

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

We currently have an intervention schedule that is flexible to allow modification when necessary. Teachers have aligned their instructional schedules to fit intervention groups. Grade Levels use the recommendations from the CUSD task forces integrated into the elements required for Hooker Oak School.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Hooker Oak School has a currently adopted standards-based textbook for every child. Under the Williams Act, these materials are available to all students and staff as well as materials specific to OSC classrooms identified by classroom teachers. As an OSC teacher in a state recognized Alternative School of Choice, teachers and the school may apply for waivers to district adopted materials.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Teachers utilize standards aligned and district adopted instructional materials as well as standards aligned supplementary materials to enrich and expand their program. Intervention materials are provided to teachers from the resource specialist. These materials are as well aligned to state standards and district essential standards.

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Students are served through intervention groups that use research-based materials to accelerate improvement. The school also supports high concern students within the classroom through a variety of instructional methods/strategies. Grade level PLCs work together to address the needs of ALL students with the support of the Resource Specialist at Hooker Oak School.

14. Research-based educational practices to raise student achievement

Teachers maintain knowledge of current research strategies for improving student achievement. All curriculum and supplemental materials used on a regular basis meet the requirements of research-based educational practices.

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

The school's resource program assists teachers in accessing intervention materials to support our high concern students. Hooker Oak has an abundance of resources available to them through their parent volunteers. The Hooker Oak Parent Teacher Organization is a vibrant, strong organization which provides the families, students, and staff with additional funds for instructional materials, parent enrichment, technology, facilities improvement, etc. Hooker Oak teachers provide parents with information to assist their student at home. Hooker Oak's program continues to work on a variety of ways to increase parent involvement in the education of their children.



16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Hooker Oak parents assist the Hooker Oak's Open Structured Classroom program's success. They work in classrooms, assist teachers with preparation and small group instruction. Parents also serve on several school committees including the School Site Council, Parent Advisory Board and district committees. Due to the large numbers of involved parents at Hooker Oak, classrooms are able to go on many learning field trips that otherwise would not occur.

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Categorical funds provide a variety of services to help the Hooker Oak high concern students to meet standards. Hooker Oak hires additional staff (parent aides and intervention instructional aides) to provide small group help or one on one help to students.

18. Fiscal support (EPC)

Hooker Oak meets performance goals in this area. In addition, the Hooker Oak Parent Teacher Organization supports the school in many ways including instructional materials and many volunteers. These services enable high concern students to meet standards. As far as traditional state funding, funding fluctuates according to the State's and thus the district's solvency.

**Description of Barriers and Related School Goals**

**Barrier #1: Hooker Oak did not make AYP percent proficient rate under the language arts criteria schoolwide for the school's Annual Measurable Objectives (AMOs).**

**Data:**

1. Target was 89.2 proficient rate. Hooker Oak had 59.5 proficiency rate.
2. All grades last year, except 4th, MET the school goal of meeting or exceeding the state proficiency levels per grade levels on the CST ELA assessment in spring 2013

<b>% Proficient &amp; Above</b>	<b>HO</b>	<b>CA</b>
2nd grade	<b>58%</b>	56%
3rd grade	<b>48%</b>	45%
4th grade	<b>58%</b>	65%
5th grade	<b>68%</b>	60%
6th grade	<b>73%</b>	60%

**Goal 1: 2013-14:** *By February 2014, 80% of K-6 students will demonstrate 5 months growth in reading as measured by trimester ELA benchmark assessments that are aligned to CCSS.*

**Barrier #2: Hooker Oak did not make AYP percent proficient rate under the mathematics criteria schoolwide for the school's Annual Measurable Objectives (AMOs).**

**Data:**

1. Target was 89.5 proficient rate. Hooker Oak had 53.7 proficiency rate.
2. All grades last year, except 6th, did NOT meet the school goal of meeting or exceeding the state proficiency levels per grade levels on the CST Math assessment in spring 2013.

<b>% Proficient &amp; Above</b>	<b>HO</b>	<b>CA</b>
---------------------------------	-----------	-----------

2nd grade	<b>59%</b>	65%
3rd grade	<b>63%</b>	66%
4th grade	<b>51%</b>	72%
5th grade	<b>33%</b>	65%
6th grade	<b>68%</b>	55%

**Goal 2: 2013-14:** *By February 2014, 80% of K-6 students will demonstrate a minimum of 33% increase from their baseline on the math fluency assessment.*

**Barrier 3: Staff is noting per behavior referrals, more students on campus that require specialized adult skills to calm their behaviors.**

Goal 3: 2013-14: *By March 1, 2014, 100% of all Hooker Oak staff will be 90% proficient in verbal de-escalation skills, bullying identification and bullying prevention strategies.*

**Barrier 4: Information about the new Common Core Standards and defining bullying for parents is lacking causing confusion among the school community.**

**Goal 4: 2013-14 :** *By March 30*

*th, 2014, 4 parent education outreach collaboration sessions will be completed in a partnership between Citrus Elementary School and Hooker Oak School with the purpose of 2 sessions informing parents about the California Common Core Standards and 2 sessions assisting parents in empowering their children against bullying.*

## School and Student Performance Data

### Academic Performance Index by Student Group

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
<b>Number Included</b>	218	232		166	177		2	3		0	1	
<b>Growth API</b>	816	797		833	810							
<b>Base API</b>	801	815		815	832							
<b>Target</b>	A	A		A	A							
<b>Growth</b>	15	-18		18	-22							
<b>Met Target</b>	Yes	No		Yes	Yes							

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
<b>Number Included</b>	25	27		0	1		80	112		27	38	
<b>Growth API</b>	724	699					762	730		644	609	
<b>Base API</b>	707	724					722	762		631	645	
<b>Target</b>							5	5				
<b>Growth</b>							40	-32				
<b>Met Target</b>							Yes	No				

#### Conclusions based on this data:

1. Proficiency levels in the school's white population decreased affecting API growth in this subgroup by 22 points.
2. Proficiency levels in the school's socioeconomically disadvantaged population decreased affecting API growth for this subgroup by 33 points
3. Proficiency levels in the school's students with disabilities population decreased affecting API growth for this subgroup from 645 to 617.



## School and Student Performance Data

### English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	98	99		97	99		100	100		--	100	
Number At or Above Proficient	138	138		111	107		--			--		
Percent At or Above Proficient	63.3	59.5		66.9	60.5		--	--		--	--	
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
Met AYP Criteria	Yes	No		Yes	No		--	--		--	--	

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		--	100		99	100		97	96	
Number At or Above Proficient	12	12		--			40	48		11	10	
Percent At or Above Proficient	48.0	44.4		--	--		50.0	42.9		40.7	26.3	
AYP Target: ES/MS	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
Met AYP Criteria	--	--		--	--		Yes	No		--	--	

#### Conclusions based on this data:

1. Schoolwide ( 59.5) did not meet percent at or above proficient of 89.2 in ELA.
2. The "white" subgroup (60.5) did not meet percent at or above proficient of 89.2 in ELA.
3. The "socioeconomically disadvantaged" subgroup (42.6) did not meet percent at or above proficient of 89.2 in ELA.

## School and Student Performance Data

### Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	97	99		96	99		100	100		--	100	
Number At or Above Proficient	126	124		105	100		--			--		
Percent At or Above Proficient	58.3	53.7		64.0	56.8		--	--		--	--	
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
Met AYP Criteria	No	No		Yes	No		--	--		--	--	

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		--	100		98	100		97	96	
Number At or Above Proficient	8	10		--			39	44		10	11	
Percent At or Above Proficient	32.0	37.0		--	--		49.4	39.3		37.0	28.9	
AYP Target: ES/MS	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
Met AYP Criteria	--	--		--	--		Yes	No		--	--	

#### Conclusions based on this data:

1. Schoolwide (53.7) did not meet percent at or above proficient of 89.5 in Mathematics.
2. The "white" subgroup (56.8) did not meet percent at or above proficient of 89.5 in Mathematics.
3. The "socioeconomically disadvantaged" subgroup (39.1) did not meet percent at or above proficient of 89.5 in Mathematics.

## School and Student Performance Data

### CELDT (Annual Assessment) Results

Grade	2013-14 CELDT (Annual Assessment) Results											
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested	
	#	%	#	%	#	%	#	%	#	%	#	
K					***** *	***						*****
4			***** *	***								*****
5							***** *	***				*****
Total			***** *	***	***** *	***	***** *	***	***			*****

#### Conclusions based on this data:

1.

## School and Student Performance Data

### CELDT (All Assessment) Results

Grade	2013-14 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K					1	25	1	25	2	50	4
4			***** *	***							*****
5							***** *	***			*****
<b>Total</b>			1	17	1	17	2	33	2	33	6

#### Conclusions based on this data:

1.



## School and Student Performance Data

### Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers		1	3
Percent with Prior Year Data		100.0%	100.0%
Number in Cohort		1	3
Number Met		--	--
Percent Met		--	--
NCLB Target	56.0	57.5	59.0
Met Target		*	--

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort			1	1	5	1
Number Met			--	--	--	--
Percent Met			--	--	--	--
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target			*	*	--	--

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2011-12	2012-13	2013-14
<b>English-Language Arts</b>			
Met Participation Rate	--	--	
Met Percent Proficient or Above	--	--	
<b>Mathematics</b>			
Met Participation Rate	--	--	
Met Percent Proficient or Above	--	--	

#### Conclusions based on this data:

1.

## School and Student Performance Data

### Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	1,054	1,059	968
Percent with Prior Year Data	99.8	99.8	99.2
Number in Cohort	1,052	1,057	960
Number Met	638	633	545
Percent Met	60.6	59.9	56.8
NCLB Target	56.0	57.5	59.0
Met Target	Yes	Yes	No

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	744	542	720	532	713	449
Number Met	127	241	137	267	153	228
Percent Met	17.1	44.5	19.0	50.2	21.5	50.8
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target	No	No	No	Yes	No	Yes

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2011-12	2012-13	2013-14
<b>English-Language Arts</b>			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
<b>Mathematics</b>			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
<b>Met Target for AMAO 3</b>	<b>No</b>	<b>No</b>	<b>No</b>

#### Conclusions based on this data:

1.

## Planned Improvements in Student Performance

### School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

**SUBJECT: English Language Arts**

**LEA GOAL:**

To provide every student with the opportunity to attain increasing levels of individual achievement that prepare them for success in the 21st Century (emphasis on Common Core and Literacy)

**SCHOOL GOAL #1:**

*By the end of February 2015, 85% of K-6 students will demonstrate 5 months growth from the beginning of school in reading as measured by trimester ELA benchmark assessments that are aligned to CCSS.*

**Data Used to Form this Goal:**

2014 benchmark results

**Findings from the Analysis of this Data:**

Target was 89.2 proficient rate. Hooker Oak had 59.5 proficiency rate. 2. All grades last year, except 4th, **MET** the school goal of meeting or exceeding the state proficiency levels per grade levels on the CST ELA assessment in spring 2013

<b>% Proficient &amp; Above</b>	<b>Ho</b>	<b>Ca</b>
2nd grade	58%	56%
3rd grade	48%	45%
4th grade	58%	65%
5th grade	68%	60%
6th grade	73%	60%

**How the School will Evaluate the Progress of this Goal:**

- Benchmark goals from District CCCS assessments from each grade level 2-6. tri 2 and 3.
- Increases district required fluency benchmarks identified on report card for each grade level K-6.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<b>Personnel:</b> Provide instructional Aide to assist RSP teacher and classroom teacher to meet the needs of High Concern students.  Parent restricted Aides to assist in first, second, and third grade classroom  After School Tutoring in ELA and Math	August 2014-June 2015	Site administrator	IA Instructional Aide	2000-2999: Classified Personnel Salaries	Economic Impact Aid	13,000
	August 2014-June 2015		Parent Restricted Aides	2000-2999: Classified Personnel Salaries	EIA Funds	9,000
			Teacher Tutors	0000: Unrestricted	None Specified	4,000
January 2015-June 2015						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p><b>Staff development:</b>  <i>Program Goal and Strategy:</i>            Teachers will meet weekly to analyze student needs through analyzing assessments and student work. Intervention strategies will be shared to ensure all students have attained the necessary skills to proceed to their next level.</p> <ul style="list-style-type: none"> <li>Teacher math/ELA coaches demonstrate EveryDay Math/Treasures lessons for grade levels</li> <li>Attendance by teachers at district series trainings</li> </ul> <p>PLC Focus of Teachers: Teaching with intent on helping all students master grade level ELA standards. Discussing the four DuFour questions in relation to student achievement in mathematics in PLC meetings.</p>	August 2014-June 2015	Site administrator, teaching staff	Staff Waiver for time	None Specified	None Specified	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
				None Specified	None Specified	0
Provide added ELA support for groups at risk	January 2013-June 2013	RSP staff, teaching staff	Intervention Support	None Specified	None Specified	0
Keep previously purchased technology working to aide instruction (replace if necessary).	August 2013-June 2014			0000: Unrestricted	Economic Impact Aid	3000.00
Staff development for Highly Effective Teacher training and staff curriculum mapping days	August 2013-June 2014	PD				





## Planned Improvements in Student Performance

### School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: Mathematics</b>
<b>LEA GOAL:</b>
<b>District Goal 1:</b> To provide every student with the opportunity to attain increasing levels of individual achievement that prepare them for success in the 21st Century (emphasis on Common Core and Literacy)
<b>SCHOOL GOAL #2:</b>
<i>By February 2015, 80% of K-6 students will demonstrate a minimum of 33% increase from their baseline on the math fluency assessment.</i>
<b>Data Used to Form this Goal:</b>
2014 baseline results

**Findings from the Analysis of this Data:**

Hooker Oak did not make AYP percent proficient rate under the mathematics criteria schoolwide for the school's Annual Measurable Objectives (AMOs).

Data:

1. Target was 89.5 proficient rate. Hooker Oak had 53.7 proficiency rate.

2. All grades last year, except 6

th, did NOT meet the school goal of meeting or exceeding the state proficiency levels per grade levels on the CST Math assessment in spring 2013.

<b>% Proficient &amp; Above</b>	<b>HO</b>	<b>CA</b>
2nd grade	<b>59%</b>	65%
3rd grade	<b>63%</b>	66%
4th grade	<b>51%</b>	72%
5th grade	<b>33%</b>	65%
6th grade	<b>68%</b>	55%

**How the School will Evaluate the Progress of this Goal:**

Math report generated through Illuminate (K-6)

- Benchmark goals from District CCCS assessments from each grade level 2-6. tri 2 and 3.
- Increases district required fluency benchmarks identified on report card for each grade level K-6.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Same as for Math: Same funding for aide, etc. <ul style="list-style-type: none"> <li>• Hire intervention instructional aide</li> <li>• PLC Waiver for weekly staff collaboration</li> </ul>	August 2014-June 2015	RSP teacher, administration	Intervention support	None Specified	Economic Impact Aid	13,000

## Planned Improvements in Student Performance

### School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: Safety</b>
<b>LEA GOAL:</b>
To provide a safe, healthy and engaging environment for learning to take place
<b>SCHOOL GOAL #3:</b>
By September 1, 2014 100% of all Hooker Oak teachers will be trained in cross walk regulations from the Chico Police Department. Teachers will have before and after-school cross walk duty.
By October 1, 2014, 100% of all Hooker Oak staff will be utilizing the refocus papers instead of citations for behavior. If any student receives four refocus papers within a month period they will receive a Restorative Justice paper.
By October 1, 2014, Administrator will be teaching anti-bullying program once a month to 4-6 grades
By January 1, 2015, School Counselor will be placed on site

**Data Used to Form this Goal:**

Staff reflection surveys about changing student behaviors within the school.  
Citation, Suspension, and office visits increases.

**Findings from the Analysis of this Data:**

- Increased amounts of suspensions.
- Increased amounts of students with violent or verbally abusive behaviors
- Staff feeling inadequate to deal with some of these behaviors.

**How the School will Evaluate the Progress of this Goal:**

Teacher reflection of safety.  
Staff, parent, student surveys  
Discipline Log  
Suspension/Restart School

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Adoption of a refocus/restorative justice program.  Anti-bullying program for 4-6 grades.  Toolbox program for K-3  School Counselor	August 2014-June 2015	Principal and IA guidance counselor School Counselor	No extra costs-grant funds	None Specified	None Specified	0
Staff to attend safety/cross walk training by Chico Police Department.	August 2014	Administrator	Staff Training-Free from Chico PD	None Specified	Unrestricted	0

## Planned Improvements in Student Performance

### School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: Community Partnerships</b>
<b>LEA GOAL:</b>
To build effective partnerships with our school community.  To establish a foundation for Hooker Oak School building our connections to the Chico community.  ?
<b>SCHOOL GOAL #4:</b>
By October 1, 2014 our Targeted Case Manager will contact all our parents and reach out for those in need.  By January 1, 2015 Hooker Oak will establish a foundation with North Valley Community Foundation
<b>Data Used to Form this Goal:</b>
Parent surveys
<b>Findings from the Analysis of this Data:</b>
<ul style="list-style-type: none"><li>• Needs of families from clothing to hygiene products</li><li>• To create a community environment at Hooker Oak that addresses the whole child and their families.</li><li>• To create a positive school culture</li></ul>

**How the School will Evaluate the Progress of this Goal:**

Parent surveys

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Establish a clothes and hygiene closet that is free for the school families in need.  Family Nights where the whole family can attend for free  Give the school a face lift (painting, planting, etc.)	August 2014-June 2015	Site Administrator	No extra costs	None Specified	None Specified	0
			Donations	None Specified	Donations	2000
Establish a foundation	Second Trimester Winter/Spring 2015	Site Administrator	No extra costs	None Specified	None Specified	0



## Planned Improvements in Student Performance

### School Goal #5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

<b>SUBJECT: Technology</b>
<b>LEA GOAL:</b>
To have chrome books set up and working in grades 3-6
<b>SCHOOL GOAL #5:</b>
One cart of chrome books for each grade level (3-6) to share. Second grade to share lap tops
<b>Data Used to Form this Goal:</b>
LCAP Goals
<b>Findings from the Analysis of this Data:</b>
By 2018, 100% of CUSD students and teachers will have regular access to the technology they need for curriculum, instruction and assessment
<b>How the School will Evaluate the Progress of this Goal:</b>
Number of students with access to chrome books

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Purchase chrome books and recharging carts for grade levels 3-6	August 2014-June 2015	Administrator	technology	0000: Unrestricted	Donations	12,000

## Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in this section must be aligned with the Consolidated Application.

### Centralized Service Goal #1

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #1:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

**Centralized Services for Planned Improvements in Student Performance**

**Centralized Service Goal #2**

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #2:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

**Centralized Services for Planned Improvements in Student Performance**

**Centralized Service Goal #3**

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #3:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

**Centralized Services for Planned Improvements in Student Performance**

**Centralized Service Goal #4**

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #4:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

**Centralized Services for Planned Improvements in Student Performance**

**Centralized Service Goal #5**

<b>SUBJECT: Centralized Services for Planned Improvements in Student Performance in</b>
<b>SCHOOL GOAL #5:</b>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

## Summary of Expenditures in this Plan

### Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
Donations	14,000.00
Economic Impact Aid	29,000.00
EIA Funds	9,000.00
None Specified	4,000.00
Unrestricted	0.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

Object Type	Total Expenditures
0000: Unrestricted	19,000.00
2000-2999: Classified Personnel Salaries	22,000.00
None Specified	15,000.00



## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
0000: Unrestricted	Donations	12,000.00
None Specified	Donations	2,000.00
0000: Unrestricted	Economic Impact Aid	3,000.00
2000-2999: Classified Personnel Salaries	Economic Impact Aid	13,000.00
None Specified	Economic Impact Aid	13,000.00
2000-2999: Classified Personnel Salaries	EIA Funds	9,000.00
0000: Unrestricted	None Specified	4,000.00
None Specified	None Specified	0.00
None Specified	Unrestricted	0.00

**Summary of Expenditures in this Plan**

**Total Expenditures by Goal**

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 1</b>	29,000.00
<b>Goal 2</b>	13,000.00
<b>Goal 3</b>	0.00
<b>Goal 4</b>	2,000.00
<b>Goal 5</b>	12,000.00

## School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Brian Holderman	[X]	[ ]	[ ]	[ ]	[ ]
Denise Findlay	[ ]	[X]	[ ]	[ ]	[ ]
Kristen Del Real	[ ]	[X]	[ ]	[ ]	[ ]
Steve Christensen	[ ]	[X]	[ ]	[ ]	[ ]
Jacy Meritt-Cudney	[ ]	[X]	[ ]	[ ]	[ ]
Jill Bernedo	[ ]	[ ]	[X]	[ ]	[ ]
Becki Gilbert	[ ]	[ ]	[X]	[ ]	[ ]
Ashley Powell	[ ]	[ ]	[X]	[ ]	[ ]
Alicia Leonard	[ ]	[ ]	[ ]	[X]	[ ]
Devanie Angel	[ ]	[ ]	[ ]	[X]	[ ]
<b>Numbers of members of each category:</b>	<b>1</b>	<b>4</b>	<b>3</b>	<b>2</b>	

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

## Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

- |                                                                                                                                   |                                                    |
|-----------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------|
| <input checked="" type="checkbox"/> State Compensatory Education Advisory Committee                                               | <hr style="border: 0.5px solid black;"/> Signature |
| <input checked="" type="checkbox"/> English Learner Advisory Committee                                                            | <hr style="border: 0.5px solid black;"/> Signature |
| <input checked="" type="checkbox"/> Special Education Advisory Committee                                                          | <hr style="border: 0.5px solid black;"/> Signature |
| <input type="checkbox"/> Gifted and Talented Education Program Advisory Committee                                                 | <hr style="border: 0.5px solid black;"/> Signature |
| <input type="checkbox"/> District/School Liaison Team for schools in Program Improvement                                          | <hr style="border: 0.5px solid black;"/> Signature |
| <input type="checkbox"/> Compensatory Education Advisory Committee                                                                | <hr style="border: 0.5px solid black;"/> Signature |
| <input type="checkbox"/> Departmental Advisory Committee (secondary)                                                              | <hr style="border: 0.5px solid black;"/> Signature |
| <input checked="" type="checkbox"/> Other committees established by the school or district (list):<br>Entire Teaching Staff input | <hr style="border: 0.5px solid black;"/> Signature |

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on 11-20-2014.

Attested:

Brian Holderman		
Typed Name of School Principal	Signature of School Principal	Date

Denise Findlay		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date